

Texas Education Agency
Standard Application System (SAS)

2018–2019 Texas 21st Century Community Learning Centers, Cycle 10, Year 1		
Program authority:	Public Law 114-95, ESEA of 1965, as amended by Every Student Succeeds Act, Title IV, Part B (20 U.S.C. 7171-7176)	FOR TEA USE ONLY Write NOGA ID <small>Place date stamp here</small>
Grant Period:	August 1, 2018 – July 31, 2019	<div style="writing-mode: vertical-rl; transform: rotate(180deg);"> RECEIVED TEXAS EDUCATION AGENCY MAY -1 11 PM 4:33 </div>
Application deadline:	5:00 p.m. Central Time, May 1, 2018	
Submittal information:	<p>Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address:</p> <p style="text-align: center;">Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494</p>	
Contact information:	Christine McCormick, 21stcentury@tea.texas.gov	

Schedule #1—General Information

Part 1: Applicant Information				
Organization name	County-District #	Amendment #		
George Gervin Youth Center Inc.	015-802			
ESC Region #	DUNS #			
20	93164900			
Mailing address	City	State	ZIP Code	
6903 Sunbelt Dr. South	San Antonio	TX	78218-3336	
Primary Contact				
First name	M.I.	Last name	Title	
Frances		Boynes	CEO/Superintendent	
Telephone #	Email address		FAX #	
210-804-1786	Flee@gervin-school.org		210-828-0264	
Secondary Contact				
First name	M.I.	Last name	Title	
Nathan		Hawkins	CFO	
Telephone #	Email address		FAX #	
210-804-1786 Ext. 8620	nhawkins@gervin-school.org		210-828-0264	
Part 2: Certification and Incorporation				

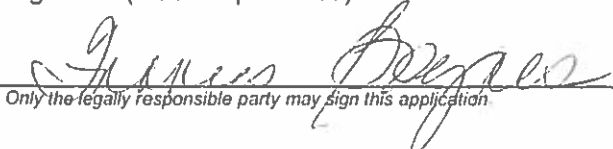
I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Frances		Boynes	CEO/Superintendent
Telephone #		Email address	FAX #
210-804-1786		Flee@gervin-school.org	210-828-0264

Signature (blue ink preferred)

Date signed


Only the legally responsible party may sign this application.

701-18-111-126

Schedule #1—General Information

County-district number or vendor ID: 015-802 Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
3	Certification of Shared Services	<input type="checkbox"/>	<input type="checkbox"/>
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
19	Private Nonprofit School Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
21	Program Information Addendum	<input checked="" type="checkbox"/>	N/A

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, the application will be disqualified.

Part 4: Single Audit Compliance for IHEs and Nonprofit Organizations

INSTRUCTIONS: This part of Schedule #1 is required only for colleges, universities, and nonprofit organizations (other than open-enrollment charter schools)

Enter the start and end dates of your fiscal year in Section 1.

In Section 2, check the appropriate box to indicate whether or not your organization is included in the annual statewide single audit. Public IHEs are generally included, and nonprofit organizations are generally not included.

Section 1: Applicant Organization's Fiscal Year

Start date (MM/DD): End date (MM/DD):

Section 2: Applicant Organizations and the Texas Statewide Single AuditYes: ☐ No: ☐**For TEA Use Only**

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On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 015-802 Amendment # (for amendments only):

Part 1: Required Attachments

No program-related or fiscal-related attachments are required to be submitted with this grant application.

However, please note that nonprofit organizations, excluding ISDs and open-enrollment charter schools, will be required to submit proof of nonprofit status (see General and Fiscal Guidelines, Required Fiscal-Related Attachments, for details) prior to TEA issuing a grant award.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
X	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
X	I certify my acceptance of and compliance with the <u>program guidelines</u> for this grant.
X	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
X	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.
X	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements.
X	I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances</u> requirements.
X	I certify my acceptance of and compliance with <u>Every Student Succeeds Act Provisions and Assurances</u> requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 015-802 Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

X I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The program will take place in a safe facility that is properly equipped and accessible to participants and family members.
4.	The proposed program was developed, and will be carried out, in active collaboration with the schools that participating students attend, including through the sharing of relevant data among the schools, all participants of the eligible entity, and any partnership entities in compliance with applicable laws relating to privacy and confidentiality and in alignment with the challenging state academic standards and any local academic standards.
5.	The program will target students who primarily attend schools eligible for schoolwide programs under ESEA as amended by Section 1114, and the families of such students.
6.	Applicants that receive priority points for serving: 1) students in schools implementing comprehensive support and improvement activities or targeted support and improvement activities under ESEA as amended, Section 1111(d) and other schools determined by the local educational agency to be in need of intervention and support and 2) students who may be at risk for academic failure, dropping out of school, involvement in criminal or delinquent activities or who lack strong positive role models assure that they will target these students.
7.	The community has been given notice of an intent to apply and that the application and any waiver request will be available for public review after submission of the application.
8.	The applicant will adhere to the level of services in the approved application and in the agreed-upon center operation schedules and will provide those services to eligible students through this and all continuation and renewal grant periods, as applicable. Applicant acknowledges that proposed amendments that reduce the level of services to below the Year 1 awarded application will be approved only in extreme or unusual circumstances and that failure to adhere to service levels and student targets will result in reduced funding during the subsequent continuation grant period. Grant funds remaining unexpended at the end of the expenditure reporting period for the grant award will not be made available by TEA to supplement continuation grant awards.
9.	Services for students and families will begin no earlier than the grant start date of August 1, 2018 and no later than September 4, 2018.

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Schedule #2—Required Attachments and Provisions and Assurances (cont)	
County-district number or vendor ID:	015-802
Amendment # (for amendments only):	
Part 3: Program-Specific Provisions and Assurances	
10.	<p>The applicant will adhere to a TEA-approved schedule that meets or exceeds program service requirements at each center and that provides a consistent and dependable schedule of weekly activities for all students enrolled. The applicant agrees to meet with TEA or its contractors after awards are announced and before the start date of the program to develop an approvable operation calendar for each center.</p> <ul style="list-style-type: none"> A minimum of 35 weeks per year across all terms, including summer. TEA will count only the weeks in which a center offered the minimum number of hours-per-week toward the 35-week total. Make-up hours will be credited. The week runs from Sunday through Saturday. A minimum of five days per week for the fall and spring terms. A minimum of 15 hours per week (applicants should not propose to offer more than 20 hours of programming per week). Note: Transportation time that exceeds 30 minutes per-day shall not be counted towards minimum hours-per-week of programming. A minimum of six weeks and four hours per day, four days per week during the summer term. Continuous weeks are not required. Grantees may offer four weeks of summer programming during the grant period that ends July 31, 2019, but if approved, the grantee must offer two weeks of summer programming in the subsequent continuation period between August 1, 2019, and the first student attendance day for the 2019–2020 school year. Hours dedicated to program activities for adult family members will not count toward student programming.
11.	Services will be provided at no cost to participants. Grantees are prohibited from collecting fees, including late pickup fees or any other fee.
12.	Activities will be supervised at all times by qualified staff at adult to student ratios that meet or exceed TEC Chapter 25, Subchapter D requirements or other state required ratios as applicable.
13.	Center-level activities will be a minimum of 45 consecutive minutes in length and planned for each hour that a center is operating. Activities will be intentionally designed to address student needs and student voice, aligned with state standards and developed using a planning tool such as the Texas ACE© Activity/Unit and Lesson Plan Worksheet. Activities will reflect each of the following four components during each term: academic assistance, academic enrichment, family and parental support, and college and workforce readiness (grades 9-12 only).
14.	Academic, academic enrichment, accelerated learning, and tutoring activities will align with the regular school day program and state standards. Enrichment activities will enhance the academic-related activities of the regular day and/or be aligned with a documented student or campus need.
15.	All activities will occur at an approved center or, on a limited and pre-approved basis, at an adjunct site or during an approved field trip. Activities at a non-approved location, such as a feeder school, are unallowable and will not be charged to the grant.
16.	Grantee will offer families of students served by the program opportunities for active and meaningful engagement in their children's education and opportunities for literacy and related educational development. Family activities will be designed to meet the identified needs of each center's families and students; the needs of working families will be specifically addressed. Activities will be ongoing and consistently available throughout each term. The number of family members served will be proportional to the targeted number of students.
17.	All required staff positions will regularly participate in training and other opportunities offered by the Texas ACE© program. In addition, the grantee will regularly provide program-specific in-person training to center-level staff and will document the content and attendance of training events.

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Schedule #2—Required Attachments and Provisions and Assurances (cont)	
County-district number or vendor ID:	015-802
Amendment # (for amendments only):	
Part 3: Program-Specific Provisions and Assurances	
18.	Grantee assures that it will regularly engage a group of stakeholders, new or existing, to serve as a community advisory council charged with providing continuous feedback and involvement to increase community awareness and program quality, evaluate program effectiveness, and inform operations and sustainability plans. Membership will be diverse and qualified to support efforts to increase quality and visibility of the program in the community.
19.	The grantee will cooperate with TEA and its contractors in conducting state-required activities, including but not limited to program implementation monitoring, statewide evaluation, compliance, technical assistance, and capacity building.
20.	Local grant programs will include the Texas ACE© logo in all outreach and communication materials and the grantee will comply with Texas ACE© branding guidelines.
21.	The applicant agrees to submit required data for state program evaluation, compliance monitoring, and federal reporting in the format and timeline provided by TEA. Grantee agrees to submit required logic models, sustainability plans, program evaluation reports, and any other required reports or products in accordance with the format provided by TEA.
22.	<p>Grantee will adhere to the Texas 21st Century Student Tracking (TX21st) system data reporting requirements. Grantee Profile, Funding, Contacts, Partner, Center Profiles, Center Contacts, Center Operations, Feeder Schools, Activities, and Schedule data will be entered in August and will be updated as changes in any of the data occur. Center Operations data will be updated at the beginning of each term. Data entered in the system must support the approved application and operating schedule.</p> <ul style="list-style-type: none"> • Participant and enrollment data will be entered in August or September, depending on the center schedule. • Attendance data will be entered daily or weekly. • Exception reports and data corrections will be completed and reviewed by the project director • Grantee will coordinate with the school district to collect and enter school day attendance and grades data into TX21st.
23.	The grantee agrees to conduct annual local program evaluation at the center and grant levels that assesses the following objective measures: school day attendance, core course grades, mandatory discipline referrals, on-time advancement to the next grade level, high school graduation rates, and high school student career competencies. The results of the local evaluation will be used to refine, improve, and strengthen the local program and will be made available to the public upon request, with public notice of such availability provided.
24.	Applicant will comply with any program requirements written elsewhere in this document.

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 015-802

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Applicants should include reference to research that supports promising practices in the response, as appropriate. Programs proposing to serve students in Grades K-8 are not required to address post secondary and workforce preparation, unless it is in an area that the program plans to address.

George Gervin Academy (GGA) is a first generation charter district that since inception has predominately served at risk, low socioeconomic & minority majority communities. These communities have suffered from limited to no access to high level out of school time opportunities because of cost, proximity and transportation. GGA has invested local dollars into infrastructure over its existence to assist in closing these gaps to include the great digital divide. Hosting two 21st Century Learning Centers serving 300 students GGA will provide a well rounded robust academic program that addresses literacy, writing, STEAM, Fine Arts and health. These areas are areas of need based on state and local data from standardized testing, local benchmarks, city/county data and community surveys.

The plan to deliver the program is as follows:

- Identify and train key staff for program implementation
- Provide outreach to eligible families
- Provide high quality programming for 300 eligible students using highly qualified personnel
- Evaluate program and apply findings for refinement
- Submit timely reports
- Track program data annually for program sustainability after funding

Currently GGA has a 100% graduation rate with a 0% dropout rate. Closely analyzing data and understanding the population that we serve GGA has been able to assist disadvantage families achieve success through education. Currently GGA has been awarded 6 of 7 distinctions by TEA. The 21st Century opportunity is the next step to preparing area students for postsecondary success and work readiness after graduation. Literacy and writing have been identified as areas of need (40%/32%) and with an ever growing writing intensive workforce it is imperative that GGA students are prepared for college as well as high demand workforce opportunities. These areas of need have been targeted within grant goals and will support current interventions in place to assist the families being served into positions of success.

In closing, GGA using 2 Center locations will service 300 total students. Literacy, writing, STEAM, Fine Arts and fitness and wellness will be the focal target areas. The program will run throughout the school year in addition to the required Summer Programming. GGA has added a sustainability plan for these Centers in an effort to continue this enriched opportunity for all eligible students.

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Schedule #6—Program Budget Summary					
County-district number or vendor ID: 015-802			Amendment # (for amendments only):		
Program authority: Public Law 114-95, ESEA of 1965, as amended by Every Student Succeeds Act, Title IV, Part B (20 U.S.C. 7171-7176)					
Grant period: August 1, 2018, to July 31, 2019			Fund code/shared services arrangement code: 265/352		
Budget Summary					
Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$209,075	\$	209,075
Schedule #8	Professional and Contracted Services (6200)	6200	\$33,600	\$	33,600
Schedule #9	Supplies and Materials (6300)	6300	23,685	\$	23,685
Schedule #10	Other Operating Costs (6400)	6400	33,640	\$	33,640
Schedule #11	Capital Outlay (6600)	6600	\$	\$	\$
	Consolidate Administrative Funds			<input type="checkbox"/> Yes x No	
Total direct costs:			\$300,000	\$	\$300,000
Percentage% indirect costs (see note):			N/A	\$	\$
Grand total of budgeted costs (add all entries in each column):			\$300,000	\$	\$300,000
Shared Services Arrangement					
6493	Payments to member districts of shared services arrangements		\$-0-	\$-0-	-0-
Administrative Cost Calculation					
Enter the total grant amount requested:					
Percentage limit on administrative costs established for the program (5%):					× .05
Multiply and round down to the nearest whole dollar. Enter the result.					
This is the maximum amount allowable for administrative costs, including indirect costs:					\$

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the box with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

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Schedule #7—Payroll Costs (6100)				
County-district number or vendor ID:		015-802		Amendment # (for amendments only):
Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
Academic/Instructional				
1	Teacher			\$
2	Educational aide			\$
3	Tutor			\$
Program Management and Administration				
4	Project director (required)	1	0	65,000
5	Site coordinator (required)	1		50,000
6	Family engagement specialist (required)		1	17,500
7	Secretary/administrative assistant		1	18,000
8	Data entry clerk			\$
9	Grant accountant/bookkeeper			\$
10	Evaluator/evaluation specialist			\$
Auxiliary				
11	Counselor			\$
12	Social worker			\$
Education Service Center (to be completed by ESC only when ESC is the applicant)				
13	ESC specialist/consultant			\$
14	ESC coordinator/manager/supervisor			\$
15	ESC support staff			\$
16	ESC other			\$
17	ESC other			\$
18	ESC other			\$
Other Employee Positions				
19	Title			\$
20	Title			\$
21	Title			\$
22	Subtotal employee costs:			\$
Substitute, Extra-Duty Pay, Benefits Costs				
23	6112	Substitute pay		
24	6119	Professional staff extra-duty pay		36,000
25	6121	Support staff extra-duty pay		\$
26	6140	Employee benefits		\$22,575
27	Subtotal substitute, extra-duty, benefits costs			\$
28	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$209,075

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #8—Professional and Contracted Services (6200)		
County-district number or vendor ID: 015-802		Amendment # (for amendments only):
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
Professional and Contracted Services Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land	12,000
	Cost of Space \$1000 per month	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$12,000
Professional and Contracted Services		
#	Description of Service and Purpose	Grant Amount Budgeted
1	Theater Arts Enrichment Program using Digital Technology (STEAM)	7,200
2	Family Postsecondary Readiness (Family Engagement)	7,200
3	Family Health and Fitness	7,200
4		\$
5		\$
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
b. Subtotal of professional and contracted services:		\$
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$
(Sum of lines a, b, and c) Grand total		\$33,600

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #9—Supplies and Materials (6300)		
County-District Number or Vendor ID: 015-802		Amendment number (for amendments only):
Supplies and Materials Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval:	\$23,685
Grand total:		\$23,685

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #10—Other Operating Costs (6400)		
County-District Number or Vendor ID: 015-802		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$3,640
6412	Travel for students to conferences (does not include field trips). Requires pre-authorization in writing. Specify purpose:	\$
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$30,000
6413	Stipends for non-employees other than those included in 6419	\$
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	\$
Subtotal other operating costs requiring specific approval:		\$
Remaining 6400—Other operating costs that do not require specific approval:		\$
Grand total:		\$33,640

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #11—Capital Outlay (6600)				
County-District Number or Vendor ID: 015-802			Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
6669—Library Books and Media (capitalized and controlled by library)				
1		N/A	N/A	\$
66XX—Computing Devices, capitalized				
2			\$	\$
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
66XX—Software, capitalized				
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
66XX—Equipment or furniture				
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)				
29				\$
Grand total:				\$-0-

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #14—Management PlanCounty-district number or vendor ID: 015-802

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the desired qualifications, experience, and any requested certifications of the primary project personnel projected to be involved in the implementation and delivery of the program. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

#	Title	Desired Qualifications, Experience, Certifications
1.	Project Director	Minimum Bachelors degree preferred in Education with a minimum of 5 years experience in youth development programming or similar experience
2.	Site Coordinator(s)	Bachelors degree preferred in Education with a minimum of 3 years experience in youth development programming or similar experience
3.	Family Engagement Specialist	High School diploma with minimum 3 years working with families, no certification needed

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

#	Objective	Milestone	Begin Activity	End Activity
1.	Literacy Gains	1. Participants at grade level sustain at level without regression each program year	08/27/2018	07/24/2019
		2. Participants 2 or more grade levels below show ½ to 1 grade level gain per program year	08/27/2018	07/24/2019
		3. Participants 1 grade level below show ½ to 1 grade level gain per program year	08/27/2018	07/24/2019
		4.		
		5.		
2.	Writing Gains	1. Participants at grade level sustain at level without regression each program year	08/27/2018	07/24/2019
		2. Participants 2 or more grade levels below show ½ to 1 grade level gain per program year	08/27/2018	07/24/2019
		3. Participants 1 grade level below show ½ to 1 grade level gain per program year	08/27/2018	07/24/2019
		4.		
		5.		
3.	Health, Wellness & Fitness	1. All Participants participate in Pre/Post fitness evaluations	08/27/2018	07/24/2019
		2. All Participants complete 5 fitness activities	08/27/2018	07/24/2019
		3. All Participants complete 3 Wellness Activities	08/27/2018	07/24/2019
		4.		
		5.		
4.	STEAM	1. All Participants participate in 3 STEAM related activities	08/27/2018	07/24/2019
		2.		
		3.		
		4.		
		5.		
5.	Fine Arts	1. All Participants participate in 3 Fine Arts Activities	08/27/2018	07/24/2019
		2.		
		3.		
		4.		
		5.		

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 015-802

Amendment # (for amendments only):

Statutory Requirement 1: Describe how the eligible entity evaluated community needs and resources. Describe the results, including the resources available in the community, and how the program strategies and activities proposed to be carried out in the center(s) will address those needs. Specifically address the needs of working families. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Community needs and resources were evaluated in a number of ways to include parent/student surveys, a community resource assessment, a local area pipeline projection and an access study. The results were as follows:

Data collected from an annual end of year family survey for the 2017-2018 school year revealed parent's wanted more low cost/no cost out of school opportunities for their students in the areas of fine arts, reading readiness and programs associated with health and wellness. Using this data the George Gervin Academy (GGA) expanded out of school time opportunities through its Extended School Day (ESD) program moving from Pre-K 3 and Pre-K 4 and adding Kinder at no cost to GGA families; created a sliding pay scale for After School Care (ASC) for grades 1st – 5th; added flag football to the athletic program for grades 4th – 8th; partnered with Will Be Academy to introduce a digital music program; partnered with Bibliotech (Bexar County Online Library) to provide devices to check out for downloadable books for home use. Using data collected from parents and students GGA leveraged internal as well as public and private resources to continue closing gaps our families experience during both in-school and out of school time.

In assessing resources in the community it was discovered that there weren't any out of school opportunities within a 5 mile radius of the GGA Main Campus that provided families access to fine arts programs, literacy programs or health and wellness at no cost. In addition to no cost opportunities being unavailable in the immediate area transportation to and from opportunities has also caused a divide. Because there are not any immediate no cost opportunities available and transportation inhibits families from extending themselves outside of a 5 mile radius little to no access to resources within the community are available.

Taking a further look into the community project pipeline (City of SA, Bexar County, Private Sector, etc) revealed that there were currently no projects in the pipeline over the next 3-5 years to address specific community needs expressed by the data collected at no cost/low cost levels. The City of SA lists projects for multiple sources to include city bonds as well as public private partnerships (P3) for public view. In researching these reports no plans to close the gaps identified by survey data were to be addressed in the next 3-5 years. Similar reports can be found with Bexar County as well as information provided by private developers.

Program strategies and activities proposed to be carried out will address a lack of opportunity, connectivity, affordability and access with a focus on offering programming inspired by District, Community and Family needs that are well structured free to all participants and remove all transportation barriers. Utilizing current infrastructure in place and leveraging funding through the 21st Century opportunity programs that address fine arts, literacy and health and wellness will be provided at Centers essentially assisting other local entities in closing specific gaps for many families in need.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 015-802

Amendment # (for amendments only):

Statutory Requirement 2: Describe the planned partnership between the applicant and the proposed eligible partner organization(s) listed on Schedule 3 – Certification of Shared Services, including how the partnership will contribute to achieving stated objectives and sustaining the program over time, or provide evidence that the LEA is unable to partner with a community-based organization in reasonable geographic proximity and of sufficient quality to meet the requirements. *Check the box that applies to this application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.*

☐ This applicant is part of a planned partnership.☒ This applicant is unable to partner.

George Gervin Academy will host its' own program without a partner.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 015-802

Amendment # (for amendments only):

Statutory Requirement 3: Describe how the proposed program will impact performance, attendance, discipline referrals, advancement, and, if applicable, high school graduation rates and career competencies. If the program proposes to impact additional local measures or objectives, state those here and describe how the program is designed to impact those. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

The proposed program will have a positive impact based on inspired programming designed for maximum student success. Offering a well structured and diverse program that is fun, hands-on, engages the learner and ties in interests as well as the school day curriculum will support high attendance, lower discipline concerns and support advancement within targeted literacy domains for growth and progress.

Natural barriers for the population served like cost and transportation have been eliminated allowing focused needs to be addressed. Centers will be located on the campus in which their student attends so transition to programming will be seamless. Just as out of school time opportunities will be provided so will transportation. Parents have communicated that students are likelier to participate when there is transporation available again impacting attendance in a positive way. Data shows that students prepare for things they look forward to supporting the notion that behavior and discipline will be impacted in a positive manner. GGA currently is a safe school with a very low number of discipline concerns as can be tracked by Discipline Referrals so adding even more out of school opportunities for students will support this trend.

Currently, reading and writing are areas of need as many families don't have the resources to support the gains made during the school day over out of school times like winter, spring and summer breaks. This is evident in early testers for local and state assessments in grades 1st – 8th. Research shows that using innovative strategies through Fine Arts programming support student literacy growth in students with various learning styles. Students that have access to literacy tools like Reading Plus during out of school time have showed not only tremendous gains but have sustained this growth. Bridging the Digital Divide through partnerships with Biblitech and the GGA Tech Lend Initiative have allowed students to continue learning well after the final class bell.

Although programming won't instantly impact graduation rates over time students engaged in the 21st Century opportunity will benefit tremendously resulting not only in graduation but postsecondary readiness as well. Data shows that students at a literacy level 2 or more grades below often struggle in Student Success Initiative grades (5th & 8th) and are more than likely to have already failed atleast one prior grade (1st or 2nd). Students retained before 5th grade are more likely to not be successful in either 5th or 8th grade because of literacy gaps. The average age for graduation is 18 years old but based on data students that fall into the revolving door of being retained by age 18 have not completed their second year of high school ultimately increasing their chances of dropping out. Understanding the cause of failing grades and its impact on graduation rates allows for attainable goals to be set that focus on literacy inevitably closing and eliminating gaps supporting future graduation trends.

Attendance will be taken daily and a Family Engagement component will be part of the regular schedule. Participants that miss consecutive program days will receive a call from the Family Engagement Specialist. Working with community stakeholders an attendance incentive plan will be instituted similar to the GGA Attendance Incentive Plan where students are awarded for perfect and high attendance. The Family Engagement Specialist will also encourage parents to volunteer which inturn will also impact attendance. Various other strategies will be implemented to ensure that attendance both in the Program as well as the in school day is impacted in a positive manner. When all stakeholders are working together, parents, students, community partners and the educators attendance, discipline and the overall success of the program don't only benefit but prosper.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 015-802

Amendment # (for amendments only):

Statutory Requirement 4: Explain how the program will use best practices, including research or evidence-based practices, to provide educational and related activities that will complement and enhance academic performance, achievement, positive youth development of the students, and, if applicable, postsecondary and workforce preparation. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

The program will use best practices, including research and evidence-based practices to provide educational and other related activities. In studying several models, Expanded Learning which encompasses a variety of best practices to include inspired programming, well structured and diverse programming and a results oriented focus seemed to be a natural fit for our students and their families. Using inspired programming ensures that the level engagement for students will be a high level always incorporating activities that are fun, hands-on, promote engaged learning and tie-in to relevant lessons covered during the school day.

Inspired Programming allows for students to benefit doing things they like while learning skills they need. Inspired programming allows for additional exposure in a less rigid environment where fun is ok and allows a deeper dive into subject matter. All program activities will have both a fun and academic component balancing engagement for both participants and providers. Participants will look forward to activities they enjoy doing but also can carry back to their in school instruction time as new tools for success. Using a choice approach, participants will be allowed to pick from an array of opportunities increasing the level of engagement. Activities will be rotating over a 3/6/9 week period depending on the activity allowing participants exposure to a variety of opportunities.

A well structured and diverse program is key for several reasons. First and foremost GGA is committed to providing high quality programming to all students in a manner that is safe, beneficial and structured. Because attendance is key for growth and retention it is important that participants have something engaging and enriching to look forward to each program day. Students (parents when applicable) will be provided with opportunities that cover Science Technology Engineering the Arts & Math (STEAM), health and wellness, leadership development and literacy support as well as other enrichment activities. A weekly schedule of activities will be posted for all staff, parents and participants so everyone is on the same page. Future opportunities will also be posted as they are added to the program.

Academic performance will be enhanced because all activities will have an academic component that ties into daily instruction. Monthly reports from Program staff (Project Director/Site Coordinator/Family Engagement Specialist) will be shared with campus level administrators of program participants and the district Curriculum and Instruction Coordinator to ensure collaboration between in school and out of school programming promoting positive outcomes and maximum achievement. Students will participate in service learning opportunities as well as leadership development throughout the program that will be facilitated by the Site Coordinator. Financial literacy, workforce preparation and post secondary opportunities will also play a major role in the program during extended out of school time (winter, spring, summer breaks) when applicable and age/grade appropriate. Every component within the Program will be geared toward enhancing each participant's individual academic performance. Progress will be tracked over a 9 week period and data will be collected which in turn will be used to enhance activities for participant success. This information will be shared with the participant, parent and campus administrators in an effort to put a 'full court press' (home/school/Center) on each participant's academic performance.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 015-802

Amendment # (for amendments only):

Statutory Requirement 5: Describe the proposed program activities and how they are expected to improve student academic achievement and overall student success. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Below are descriptions of proposed program activities and how they are expected to improve student academic achievement and overall student success.

The program is proposed to run as follows:

Monday – Family & Community Engagement Day: Monday will not be a part of the standard academic framework but instead an opportunity for parents to come in with their student to identify, evaluate and engage in the many resources the Center has provided for them. Every Monday the Family Engagement Specialist will host Center Make and Takes, enroll families into the tech lend program and collaborate with community partners as a resource hub. Parents will also have the opportunity to receive progress updates for their child within the programs they participate. This weekly Family & Community Engagement Day supports the program by engaging all stakeholders at a high and consistent level promoting access, buy-in and ownership. Attendance and discipline will be impacted as parents have become a welcomed part of the process in regards to assisting in any challenges or reinforcing any redirection. Academic achievement and overall student success can be tracked because if students are attending the program and engaging on a high level in high level programming with home and Center support the likelihood of success and sustainability rises significantly. Family & Community Engagement Day (Mondays) will also be a time where potential volunteers can apply to be added to the Volunteer List, active volunteers can sign up to volunteer for the week and school staff can volunteer or set up bridge opportunities like tutoring. With all stakeholders present accountability can be leveraged across the board. Transportation will not be provided on this day.

Tuesday/Thursday – Participants will have a literacy focus with health, wellness & fitness opportunities built into the programming on these days. Participants, based on literacy levels will engage in opportunities individualized to their strengths and needs. Programming will be varied and differentiated based on need. Small group, large group, independent and one on one opportunities during literacy time will be scheduled based on data collected from various sources (school, parent, program). Apart from the literacy focus, students will choose from an array of options to participate in that benefit them with their health, wellness and fitness to include sports, fitness challenges, health screenings and cooking classes. Participants will rotate opportunities every three weeks in an effort to diversify experiences. Academic achievement and overall student success will be tracked by participant literacy gains. Providing a balance between 'instruction' and 'fun' time assists in insuring academic achievement and student success. Transportation will be provided on these days.

Wednesday – Participants will choose from a menu of activities with a Fine Arts focus and a writing component and depending on the activity participants will remain engaged for a period of 6-9 weeks. These opportunities will be project based and at the completion of the 6-9 week period the project will be displayed at a culminating event. On Wednesday STEAM components will be introduced to balance the Wednesday Rigor of Project Based Learning via the Fine Arts component. Wednesday will be a writing intensive day as each participant will reflect in their Individual Growth Planners (IGP). Academic achievement and overall student success can be tracked by progress on Fine Arts Projects, engagement in STEAM activities and participant writing gains via weekly writing samples. Transportation will be provided on these days.

Friday – There will be no Center programming on Friday. Program staff will use Fridays as a day to inspect and evaluate the program and meet with community and campus level stakeholders for collaboration. All reporting will be submitted for the week on Friday in an effort to identify and correct errors and close gaps. Attendance and programming reports will be filed weekly. Other reports to include volunteer, parent and community engagement will also be tracked via reports. Planning is key for a successful and sustainable program. Transportation will not be provided on this day.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 015-802

Amendment # (for amendments only):

Statutory Requirement 6: Describe the applicant's plan to disseminate information about the community learning center, including its location, to the community in a manner that is understandable and accessible. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

The plan to disseminate information about the community learning center is as follows:

Upon notification that the program has been funded staff will immediately be identified, hired and trained. Once staff is in place the process of building coalitions made up of community and campus stakeholders will be formed to begin outlining the scope of services. Using the District student database which consists of phone numbers, emails and others modes of communication Program staff with the assistance of created coalitions will begin outreach to eligible students. Information will be passed highlighting the program, hours of operation, available resources, community partners, a schedule of services and the physical Program location (Centers). This will be the initial wave in disseminating information about the community learning center. With the initial wave of information on board the next step will be the development of a registration form. This form will be used to formalize a Program Database in an effort to streamline information to all eligible Families. Once participants are enrolled direct contact with up to date information will be communicated via Program Staff. All information will be communicated in English and Spanish as well as other languages where appropriate. Information will be disseminated via print, virally over the world wide web (email, social media, website, etc) and via telephone (direct calls, robocalls, etc). The goal for the plan of dissemination is to communicate with the community in a manner that is understandable and accessible. The efforts mentioned above are tested and proven to work for the targeted population.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 015-802

Amendment # (for amendments only):

Statutory Requirement 7: Please describe the transportation needs of participating students and how students participating in the program will travel safely to and from the center(s) and home. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

In assessing the needs of participating students and their families, data gathered from parents indicate that transportation and connectivity to resources that could positively impact their children and their families are a major barrier. Working families communicated that in our evergrowing city with longer work days and traffic becoming a growing concern it is difficult to support students in out of school opportunities. Parents also communicated that students were not able to participate in after school activities because school transportation was their only means of transportation to and from school. In evaluating these assessments it became clear that if out of school time programming was a need and GGA would be investing in these types of opportunities for our students and their families then transportation had to be a viable resource.

The Center will be located on the campus the student currently attends so there are no barriers associated with travel to the center. If funded, a 21st Century Transportation run will be established to provide students in need with the opportunity to be transported home. GGA currently has an internal transportation program that shuttles approximately 300 students to and from school on a daily basis. GGA would leverage its current infrastructure in an effort to expand and support the Program. Using the current GGA Transportation Department safety model GGA would expand its current services to meet the needs of program participants.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 015-802

Amendment # (for amendments only):

Statutory Requirement 8: Describe how the eligible entity will encourage and use appropriately qualified persons to serve as the volunteers. Explain the policy for screening and placing volunteers. If the entity does not plan to use volunteers, please indicate that in the space provided. (Choosing not to use volunteers will not lower review scores).
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

GGA plans to use volunteers as it is appropriate, beneficial and provides a positive impact on the students and families that will be served. Recruiting volunteers will be a function of the Family Engagement Specialist and in that role the first strategy of support would be to encourage parents to volunteer within the program. The Family Engagement will work with Program staff to fill needs as appropriate in regards to volunteers. The process for screening volunteers is as follows:

1. Potential volunteer fills out a GGA Volunteer Application and returns the completed application with a photocopy of their picture ID and social security card.
2. The completed application and supporting documents are forwarded to the GGYC/GGA Human Resources Director where a thorough screening and background check is done as required by the Texas Education Agency (TEA) when hiring staff that will be working with children.
3. Once cleared the applicant will be added to the Volunteer list and the list will be updated and disseminated amongst the appropriate parties.

***GGYC has subscribed to a service that alerts Human Resources when there has been a change in someone's background. In the event an applicant is not cleared to volunteer their name will be removed from the List and the appropriate personnel will be notified.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 015-802

Amendment # (for amendments only):

Statutory Requirement 9: Describe a preliminary plan for how the community learning center will continue after funding under this grant ends, including how the resources provided by this grant will assist the program in local sustainability efforts. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

A preliminary plan for how the community learning center will continue after funding under this grant ends is multi-tiered. GGA and the George Gervin Youth Center (GGYC) will continue to invest in the infrastructure, Human Capital, youth and programming that most effectively impacts the students and families it serves. The priority for sustainability will be to continue expanding the after school services currently in place, leverage relationships built through community collaborations as a center over the next 5 years into partnerships that support specific programming during out of school time and acquiring additional funding from both public and private opportunities. The resources provided by this grant will allow GGA the opportunity to focus funding on activities that allow for data to be collected to prove the models used are efficient, effective and appropriate in addition to identifying, training and gaining experienced staff that will continue to build the program after the funding cycle has completed. Funding, highly qualified, trained and experience personnel and 5 years of data and evaluation for best practices provides the foundation needed for growth and sustainability is how this grant will assist the program's local sustainability efforts.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 015-802

Amendment # (for amendments only):

Statutory Requirement 10: Demonstrate how the proposed program will coordinate federal, state, and local programs and make the most effective use of public resources. In doing so, address how the program plans to supplement existing programs and services on the campus(es) to be served. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

George Gervin Youth Center/Academy has a twenty-five year successful history of leveraging resources. Each funding stream maintains its' own chart of accounts and financial reporting matrix ensuring tracking and no duplication or supplanting.

Each funding source will serve as a gap for resources to ensure the needs of the program are met. Timesheets will be maintained for staff to ensure pro-rating cost, other purchases will be labeled appropriately and also pro-rated.

Program staff and fiscal staff works together to ensure that all resources are coded properly and tracked to its funding source. Monthly and quarterly reviews will occur on the program and fiscal operations. A review of the program budget and actual expenses will be compared and program leadership will be trained on how to accurately account for all resources.

Every request will be tracked through a Purchase Order System that will be detailed out with supporting documentation attached.

To supplement existing programs a inventory will be taken so that new items will be recorded.

In addition the program was written to fully supports itself and the only costs not included are wrap around services that other agencies supply.

All information will be maintained per the retention of records required.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 015-802

Amendment # (for amendments only):

TEA Program Requirement 1: Enter center-level information requested for each of the proposed centers.

Center 1	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
	George Gervin Academy 6944 S Sunbelt Dr. San Antonio, TX 78218		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input checked="" type="checkbox"/> K-2 <input checked="" type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6 7-8 9 10-11 12	
	9-digit campus ID number:	015802-001				
	Cost per student	\$1000				
	"Regular" student target (to be served 45 days or more annually):		200	Parent/legal guardian target (in proportion with student target):		50
			Feeder school #1	Feeder school #2	Feeder school #3	
	Campus name		George Gervin Academy			
	9-digit campus ID number		015802-001			
	Estimated transportation time		0			
Center 2	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
	Ruth Jones McClendon 3460 Northeast Parkway Ssn Antonio, TX 78218		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6 x7-8 x9 x10-11 x12	
	9-digit campus ID number:	015802-004				
	Cost per student	\$1000				
	"Regular" student target (to be served 45 days or more annually):		100	Parent/legal guardian target (in proportion with student target):		25
			Feeder school #1	Feeder school #2	Feeder school #3	
	Campus name		George Gervin Academy			
	9-digit campus ID number		015802-001			
	Estimated transportation time		0			
Center 3	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	9-digit campus ID number:					
	Cost per student	\$				
	"Regular" student target (to be served 45 days or more annually):			Parent/legal guardian target (in proportion with student target):		
			Feeder school #1	Feeder school #2	Feeder school #3	
	Campus name					
	9-digit campus ID number					
	Estimated transportation time					

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 015-802

Amendment # (for amendments only):

TEA Program Requirement 2: Describe the proposed management, center operations, and corresponding budget plan. Explain how the plan will help meet the program objectives and student service targets. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Need to identify specific program objectives (literacy, STEAM, health fitness and wellness, Fine Arts), student service targets and how these things impact the budget.

The plan identifies key personnel to ensure the program is effective.

Program Director oversees the day to day operations, train and supervise staff and build relationships and secure support for the program.

Site Coordinator ensures each site has what it needs to be successful i.e. (proper equipment, educational materials and equipment etc.)

Family Engagement Specialist will oversee and monitor parents and make sure the needs of the students' are met to ensure active participation, referrals to wrap around services and rich activities that create a sense of community and learning.

Support staff extra-duty pay will enable existing high quality staff to develop, coordinate and track literacy gains for students and build relationships beyond the traditional school day.

Employee benefits pays for appropriate taxes and health benefits.

Cost of space enables the site to have utilities, wi-fi, furniture and equipment in a clean and safe environment.

Professional Services provide for the appropriate training of staff to ensure sound research based methods are employed for every service and activity

Supplies and materials provide the necessary resources to include: Literacy – software, books, supplemental materials,

Staff travel ensures participation in required training in Austin. Student travel allows for college excursions and other exploration field trips.

The metrics for the program addresses Health and Fitness (training, supplies, materials), Technology and Literacy (improvements in academic performance, exposure to high levels of technology with a more frequent usage. Staff will be adequately trained and given models of proper implementation. The overall objective is to make learning fun.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 015-802

Amendment # (for amendments only):

TEA Program Requirement 3: Describe the proposed program evaluation plan, including a description of how program evaluation results will be used to improve program operations and quality. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

GGA has provided assurances that compliance will be maintained with state requirements. The proposed plan for conducting local program evaluation at the center level are the following:

- Program staff will meet weekly (every Friday) to plan, strategize and revise programming in an effort to ensure all objectives are being addressed through programming in an effort for all goals to be met.
- Weekly reports covering participant attendance, participant engagement, program effectiveness and program efficiencies will be submitted to the Project Director.
- All participants will be assessed for literacy gains using a Beginning of Year (BOY), Middle of Year (MOY) and End of Year (EOY) assessment schedule with annual data used to formulate extended out of school time support plans (winter, spring, summer break) and future year goals and objectives.
- Program surveys will be disseminated for all stakeholders (parents, participants, staff, volunteers, etc) in an effort to gauge a holistic impression of the program, its components and operations.
- Quarterly internal audits will be conducted.
- All data gathered will be used to improve program operations and quality of services. Data collected over the award period will also support sustainability.

An external evaluator will provide an outcomes report that will be used to strengthen the program. The evaluation will be both qualitative and quantitative.

For example if parents are not satisfied based on survey results, changes will be made. If literacy gains are not met based on the goals established by each site an intervention plan will be developed. The goal of the evaluation is to inform all stakeholders of the status of the program as well as how to make needed improvements.

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Schedule #18—Equitable Access and Participation				
County-District Number or Vendor ID: 015-802		Amendment number (for amendments only):		
No Barriers				
#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	X	X	X
Barrier: Gender-Specific Bias				
#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Cultural, Linguistic, or Economic Diversity				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 015-802

Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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County-District Number or Vendor ID: 015-802

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 015-802

Amendment number (for amendments only):

Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Tuancy

#	Strategies for Absenteeism/Tuancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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County-District Number or Vendor ID: 015-802

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Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including HSE and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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County-District Number or Vendor ID: 015-802

Amendment number (for amendments only):

Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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Schedule #19—Private Nonprofit School Participation

County-District Number or Vendor ID: 015-802

Amendment number (for amendments only):

Important Note: All applicants (except open-enrollment charter schools and private nonprofit schools) must complete this schedule regardless of whether any private nonprofit schools are participating in the program.

Failure to complete this schedule will result in an applicant being disqualified.

Questions

1. Are any private nonprofit schools located within the attendance area of the public schools to be served by the grant? ☐ Yes ☒ X

- If your answer to this question is yes you must answer question #2 below.
- If your answer to this questions is no, you do not address question #2 or the assurances below.

2. Are any private nonprofit schools participating in the grant? ☐ Yes ☐ No

- If your answer to this question is yes, you must read and check the box next to each of the assurances below.
- If your answer to this question is no, you do not address the assurances below.

Assurances

- | | |
|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| X | The applicant assures that it discussed all consultation requirements as listed in Section 1117(b)(1), and/or Section 8501(c)(1), as applicable with all eligible private nonprofit schools. |
| X | The applicant assures the appropriate Affirmations of Consultation will be provided to the TEA Private Schools Ombudsman in the manner and timeline to be requested. |
| X | The applicant assures that the total grant award requested on Schedule #6—Program Budget Summary includes any funding necessary to serve eligible students from private nonprofit schools within the attendance area of the public schools to be served by the grant. |

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